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Oakland Society for the
Prevention of Cruelty...

Annual review, 1917

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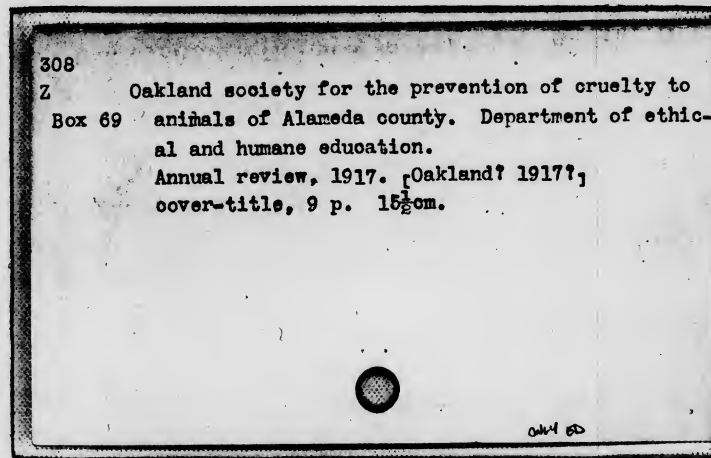
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*Oakland Society for the Preven-
tion of Cruelty to Animals
of Alameda County*

Department of
**Ethical and Humane
Education**



ANNUAL REVIEW
1917

12 March, 1920 - C. R. W.

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Box 69

"Love of all living creatures is the most noble attribute of man."—Darwin

INTRODUCTION

The Department of Ethical and Humane Education, the first of the kind to be established at any point and its work the first of a systematic character along humane education lines to be undertaken west of the Rocky mountains, was founded in 1915 by Mr. Milton Latham and Miss Edith Latham, his sister.

The Founders of the Department are members of a well-known and esteemed family prominently identified with the social and intellectual life and notable achievements of California during memorable days in its history and when it was regarded the most alluring and romantic state in the Union.

The work which the Founders have made possible through the Department is of the character which strikes the evil of cruelty at the roots, insuring desired and beneficial results which will be permanent. It is based on the conviction that "ignorance is the mother of all evil"—and that the removal of ignorance through the spreading of enlightening knowledge is the essential and reasonable method for the cure of evil. Thus the work of the Department is placed on an intellectual foundation, reason as well as sentiment being appealed to.

The work in which the Department is engaged has been enthusiastically endorsed and commended by eminent educators and moralists and by other highly esteemed men and women prominent in public life.

FIAT LUX

*"'Tis education shapes the common mind,
Just as the twig is bent the tree 's inclined."*

—Pope

Department of
**Ethical and Humane
Education**

Founders: Milton Latham and Miss Edith Latham
Mrs. Laurence Gronlund, Superintendent

ANNUAL REVIEW

The educational work of the Department commenced in 1915 has been carried forward during the past year with continued success. It has included continued work among the school children of the larger cities of the county, continued illustrated lectures in clubs and churches, and additional lantern talks in the schools of Piedmont, Melrose, and Elmhurst, and the interior cities of San Leandro, Hayward, and San Lorenzo. During the year, over 10,000 children were present at the talks given in the schools and 395 teachers were in the schools visited; 18 addresses in clubs, churches, etc., also have been given, including an illustrated lecture at Mission Inn—Riverside, and at the State Normal School, San Diego (Southern California); special talks during "Be Kind to Animals' Week"; talk at Union High School Parent-Teachers' Association, Hayward; address at dedication of a bird fountain, Le Conte school, Berkeley; illustrated lecture at Unity Club, Oakland—and Plymouth Center, Piedmont; talk at the State School for the Blind, Berkeley; lecture under the auspices of the Inter-Collegiate Theosophical Club, at the University of California, etc.

A new and important feature of the Department's program of work also has received attention this year, all preliminaries having been arranged and a beginning made in the work of

organizing the children of the county for the purpose of further stimulating their interest in and instructing them along the line of humane education, thought and work. Some members already are enrolled in the new organization to which reference again will be made in this Review.

In connection with the illustrated talks a large quantity of humane literature has been distributed. That given in the schools has been suited to all ages of children from kindergarten to high school. Lists of books for humane reading have been distributed in the schools, special reference to some of the books being made in connection with pictures on the screen that greater interest in their reading might be aroused. Recommended lists of books of value to teachers in the study of Humane Education and as reference reading for school libraries and special leaflets bearing on Humane Education also have been distributed. Illustrated literature for school manual training departments with suggestions accompanied by screen pictures showing simply and inexpensively constructed bird-houses, bird-basins, shelters for small animals, etc., also have been distributed. Copies of a specially prepared program for school exercises during "Be Kind to Animals' Week", together with leaflets containing poems and reading matter suitable for the occasion, have been placed in all schools visited. In response to outside request, copies of the program were sent with other matter distributed this year through the state by the State Humane Association in the interest of "Be Kind to Animals' Week." Reports indicate that the program was used in a number of the schools of the state during Animals' Week.

To the proprietors of 30 bookstores of the county, a written request has been sent asking that in ordering books for their Christmas, 1917, trade, those recommended in the list forwarded be favorably considered and the same be given

prominence in their display of Christmas books for children,—adding that in the course of our illustrated talks on animal life given the school children of the county, numbering to date over 30,000—the books named in the list have been specially recommended for their reading. To the public libraries of the county issuing printed lists of recommended books suitable for Christmas gifts for children or for their general reading, a similar request and list have been forwarded. Over one thousand copies of the Annual Review for 1916 have been distributed in the state and elsewhere.

In connection with measures affecting humane work brought before the legislature of 1917, a communication was addressed to each senator and assemblyman, the committees to whom such measures were referred and also the Governor were addressed through telegrams and letters, and later legislators were personally appealed to regarding these bills. A quantity of humane literature bearing upon the subjects discussed was distributed. The superintendent made two visits to Sacramento in the interest of this work.

In response to inquiry, information concerning the character of our work and method of presenting it in the schools has been sent to other sections of the state and elsewhere, as have been requested lists of books for humane reading, programs for special school exercises along the line of Humane Education, sample sets of humane leaflets suitable for schools, etc., etc. The correspondence of the Department has been considerable. Many letters have been written and numerous visits made in the interest of promoting the aims and objects of the Department. The work has grown, and interest in its purpose, and knowledge regarding its character and scope have spread.

The talks in the schools have proceeded along the lines adopted and followed last year and have covered children from kindergarten to high school age, inclusive. As far as possible in such talks the real life of animals is discussed—their habits and characteristics, intelligence and ingenuity, emotional life, virtues, needs, etc. To be more specific, we discuss as far as we can the habits of animals and birds—how they provide for themselves and care for and educate their young; keep themselves clean; build their homes and keep them sanitary; cooperate in building and in gathering food—their distribution of food; how they doctor themselves when sick—their remedies; how some are fond of play—their sociability; etc. We talk about the workings of their minds—their powers of memory, reason, judgment, etc.; about their virtues—patience, obedience, trustworthiness, courage, returning good for evil, etc.; about their emotions—affection, grief, fear, shame, jealousy, disappointment, etc.; about their moral qualities—sympathy and devotion; and so on. Knowledge regarding the habits, mental powers, nature, and feelings of animals leads to recognition of the significant fact that between the animals and mankind striking similarities exist. We follow with some reference to man's ill-treatment of the animals—beings who possess the same senses and sensations as man himself, and we suggest the kind of treatment he ought to give them and would give them in the light of better understanding of animal life. The enlightening knowledge which the child gains from systematic study of this character leads to understanding and to the consequent development of justice and kindness. It broadens his interests and sympathies and refines and elevates his character. And it must follow, as a result of this moral and humane development, that in his relations with his human fellows he will be more just and kind. Advance in civilization is possible only as

justice and humanity are cultivated and developed.

As far as possible, lantern pictures illustrate the points discussed. In addition, and by way of variety, much in the way of fine art is introduced, animals having played, in all ages and in all lands, a conspicuous part in art and story. The talks are suited to all ages of children, are given to assemblies, and effort is made to group, as far as possible, children of similar age and understanding.

The enthusiasm and response to the children—their close attention, their eagerness—if opportunity allows—to comment upon the points discussed and the pictures illustrating them—indicate their interest and understanding. No other subject makes so great an appeal to the children.

The interest of principals and teachers has been most gratifying. Often in introductory remarks of the former, the needs and feelings of animals, and their hard life at the hands of an unfeeling master have been dwelt upon. Teachers invariably express great interest in the subject and great pleasure at pupils having the advantage of such illustrated talks. Many teachers have stated that they have gathered from the lectures ideas and suggestions which will be useful to them in school work.

In the developing of the Department's work the importance and value of gathering the children into an organization for the purpose of promoting among them further thought and study along Humane Education lines and thus preparing them for some real service in the humane cause was recognized. In conformity with this idea, "The Universal Fellowship," connected with the Department, has been formed. This is an organization of children

pledged to work as they can to promote justice and kindness to all living beings; who are interested in studying their animal friends, that they may better understand their humble brethren who often suffer great misery at the hands of man because they are so unknown and so misunderstood; who want to treat their human fellows with justice and consideration; in short—who want, individually, to live in the world where, fundamentally, all are so much alike—a friend to both man and beast.

Membership in the Fellowship is free—there are no dues, the great object being to reach the children and to give them opportunity to express their interest in our line of work, to inform themselves regarding animal life, and to take some active part in its protection and in the promotion of humane principles. While there are no dues, membership is not without obligations in way of certain study and service which are required before a member is entitled to the Fellowship badge, an attractive button.

All members upon reaching the age of 21 years become Honorary members of the Fellowship. The organization primarily is a children's association, but a class of membership will admit young people over 21 years of age who have rendered special service to the humane cause. All classes of membership entitle members to the badge.

In due time, regular meetings of the various branches to be established in the cities and interior towns of the county will be held. Special programs for these meetings, interesting and instructive and outlining practical work will be arranged. Sociability among the members will be promoted. Mr. and Miss Latham have presented to the Department a splendid lantern for this work. A carefully selected collection of books for circulation among members is being made. All effort should be put forth to advance this civilizing work among the children.

The work of the Department has done much towards arousing interest in the subject of Humane Education, not only in the schools and elsewhere of our own locality, but in other sections of the state. Under ordinary conditions, we may look for decidedly increased activity towards promoting this moral training of the children. There is a constantly growing realization of the importance of and urgent need for this beneficent teaching.

The real life of animals is a subject in which the children have ever had the deepest interest. To the observant student of child nature this must be strikingly evident. This marked unfeeling tendency in the child to associate and to sympathize with the animals is significant. It is a manifestation of his natural universal good-will and fellow-feeling. To overlook or to ignore this tendency, to undervalue its importance—is to stifle his natural instincts and to turn aside and discourage his generous and humane impulses. It is to obstruct the advance of youth which is ever struggling to manifest along higher lines. Age is failing in its duty to youth when it does not give the children every opportunity for humane development—an essential to the advancement of civilization, and to the establishment of justice on earth.

Cruelty to animals, which right-minded people abhor and deplore, could not possibly exist if the child's natural friendly interest in the animals was duly cultivated. Failure to develop this natural love and tendency is directly responsible for a world of misery suffered by the animals at the hand of mankind and for the degradation which human character suffers as a result of the practice of this brutality and injustice.

With every generation comes renewed opportunity to make the earth an abode of peace for its inhabitants, human and dumb. How little we are improving this opportunity, world conditions affecting both mankind and

the animals testify. In the child lies the regeneration of the race. "A little child shall lead them."

For opportunity to aid in Humane Education work among the school children, our thanks are due and are herewith extended to Hon. George Frick, county superintendent of schools, who has most cordially commended our work; to the members of the Board of Education of Alameda, of Berkeley, and of Oakland, who granted us kind permission to give our illustrated talks in the schools of their respective cities; to the city superintendent of schools, whose kind interest has been most encouraging; and to the principals and teachers who have cordially received us.

To the clergymen of the various churches in which we have spoken; to the presidents of schools and clubs in which our lectures have been given; to Miss Mary Yarrow for continued contributions of humane literature—much of it prepared by herself and of great practical value; to Mr. Trounstone, for a generous number of beautiful cards; and to all others who have befriended our work and aided in promoting our worthy undertaking, our grateful thanks are herewith extended.

What problems in our work the coming year will present, we cannot prophesy; but of this we may be certain—any endeavor tending to promote the work of Humane Education is a signal contribution to the advancement of civilization.

Respectfully submitted,

BEULAH A. GRONLUND, *Superintendent.*

"Inhumanity to brutes brutalizes humanity."

—Dr. Wm. DeWitt Hyde

MICH 21683

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